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Our Working World Families

PROBLEMS BOOK
TEACHER'S EDITION

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Lawrence Senesh

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OWW Our Working World

Families

PROBLEMS BOOK TEACHER'S EDITION

by Lawrence Senesh

Professor of Economics

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SCIENCE RESEARCH ASSOCIATES, INC.

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1-A Families Live All over the World

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions; counting.
- B. Concept:** The family is a universal institution.

II. PROCEDURE







- A. Let's Talk About:** Have the students look at the pictures of people on page 6 in their Problems Book. Then ask the following questions:
- What differences can you find among these people? (*Number and ages of people in families*)
 - Why do you think these people are dressed differently? (*Differences in climate, differences in customs*)
 - How are all the people pictured similar? (*All are family members.*)
- B. Let's Do:** Ask the students what we call the different kinds of family members pictured. (*Grandparents, father, mother children*) Point out the boxes below each picture, labeled G (grandparents), F (fathers), M (mothers), and C (children).

Have the students indicate which kinds of family members are illustrated in each picture by marking Xs in the appropriate boxes. Then tell them to count the number of pictures that have grandparents represented and write the correct number in the box labeled G at the bottom of the page. Have them count fathers, mothers, and children. Then discuss which family members are represented most often. (*Father, mother, and children*)

- C. Let's Think About:** Using a globe for reference, point out where each family pictured on page 6 lives. Then discuss why climate varies and how climate affects the families. Make sure the students understand that none of the families pictured is representative of all families living in that particular part of the world.

III. PERFORMANCE EXPECTATION

Each student should be able to make the generalization (in his own words) that families exist throughout the world and are organized in many different ways.

1-A Families Live All over the World			
<p>North Africa</p>  <p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>	<p>West Germany</p>  <p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>	<p>United States</p>  <p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>	
<p>Uganda</p>  <p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>	<p>Australia</p>  <p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>	<p>China</p>  <p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>	
<p>G <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> C <input type="checkbox"/></p>			

1-B Families Do Different Things

I. OBJECTIVES

- A. Basic Skills:** Interpreting pictures and relating pictorial information to one's family.
- B. Concept:** Families do different things and believe in different things.

II. PROCEDURE

- A. Let's Talk About:** Explain that every family performs many activities; some of the activities are unique to each family and some are common to many families. Ask questions such as the following:

- Do you wash your hands before you sit down to eat?
- Do you help with the work around the house?
- Do you salute the flag when it passes by in a parade?
- Do you have a turkey at Thanksgiving?

Tell the class that you were questioning them about specific activities family members perform and you did not expect each of them to answer yes to every question.

Explain that since families have different beliefs and interests, they often perform different activities.









- B. Let's Do:** Discuss each picture on page 7 of the Problems Book with the students and make sure that they understand what each family (or family member) is doing. (For example, in the top left-hand corner picture the family is going to worship together.) Then have each student draw a picture of his family in the middle section of the page. Tell the students to draw a line from *their* family picture to each picture that shows an activity their family does or has done.

- C. Let's Think About:** Ask the students to name one activity that is *not* shown that their family does regularly.

III. PERFORMANCE EXPECTATION

Each student should be able to name some of the things that are traditional or customary in his own home.

1-B Families Do Different Things

	<p>My Family</p>	
		
		
		

1-C How Long Ago?

I. OBJECTIVES

- A. Basic Skills:** Interpreting pictorial information: developing the concept of "parents ago."
- B. Concept:** Family members are related by marriage, common ancestry, or adoption; the function, customs, and traditions of family living may vary with time.

II. PROCEDURE

- A. Let's Talk About:** Discuss the meaning of the word *relative*. Ask the students what makes a person a relative. Next explain that ancestors are relatives from the past.
- B. Let's Do:** Have the students look at the top set of pictures on page 8 of their Problems Book. Explain that the boy on the left is an African boy. Each numbered box below the pictures represents a different generation of his ancestors (about a thirty-year time span). After reading each of the following questions aloud, have the students find the picture that illustrates the correct answer and put an X in the box connected to that picture.
 - How many "parents ago" did the African boy's oldest ancestors live?
 - How many "parents ago" did trains

start running from one village to another? (Help the students discover that with the coming of the railroad, the people were introduced to new ideas.)




Compare the differences between the African boy today and his ancestors four "parents ago." Then have the students refer to the pictures in the bottom row and answer the following questions about our country's history:

- If a family today had ancestors that came over on the *Mayflower*, how many "parents ago" would that have been?
 - If a family knew George Washington when he was a boy, how many "parents ago" would they have lived?
 - What if they knew Abraham Lincoln?
- C. Let's Think About:** Use a "parents ago" timeline to discuss other historical events.

III. PERFORMANCE EXPECTATION

Each student should ask his parents when his ancestors first came to America and be able to state when they arrived in terms of "parents ago."





1-C How Long Ago?

Now	1	2	3	4
-----	---	---	---	---

Parents Ago

Now	1	2	3	4	5	6	7	8	9	10	11	12
-----	---	---	---	---	---	---	---	---	---	----	----	----

2-A The Well-Being of the Family Affects the Nation

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information analyzed for the relation of cause and effect.
- B. Concept:** The health and well-being of a family influence the well-being of a nation.

II. PROCEDURE

A. Let's Talk About: Explain the word *well-being* to the students, relating it to families. Tell them that the nation is made up of a great number of families; when something happens in a family, it has a good or bad effect on the whole nation. To illustrate this point, ask questions such as the following:

- If many mothers or fathers who work got sick, how would it affect the well-being of factories and businesses?
- If many businesses and factories slow down, will there be as many things to buy as before?
- If a father or mother in every family had a job, how would it affect the

families? (*Everyone would earn an income.*)

- If everyone is working, will people be able to buy more? How will this affect the nation?

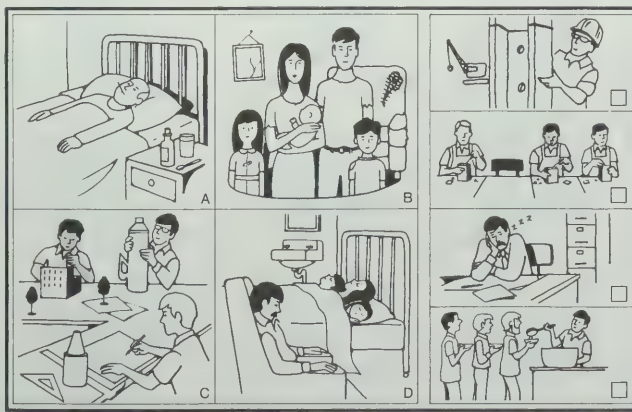
B. Let's Do: Tell the students to open their Problems Book to page 9. Make sure they understand what idea each picture conveys. Then have them match each situation (pictured on the left side of page 9) with its resulting condition (pictured on the right side of the page). Instruct them to write the correct letter (A, B, C, or D) in the small box beside each picture on the right side of the page.

C. Let's Think About: Ask the students which picture(s) on page 9 illustrate situations that have good effects on the nation and which pictures illustrate problems that have bad effects on the nation.

III. PERFORMANCE EXPECTATION

Each student should be able to name two additional situations that can affect the well-being of many families and that, in turn, could affect the well-being of a nation.

2-A The Well-Being of the Family Affects the Nation



2-B Families' Work Changes

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- B. **Concept:** The tasks within the family change as the influence of technology grows.

II. PROCEDURE

A. **Let's Talk About:** Explain to the class that families used to do many things for themselves and by themselves. Today there are many things that families no longer do for and by themselves. Many things people need and want are made in factories or outside the immediate family. For example, most people do not bake their own bread or build their own homes. Families cannot produce as efficiently as industry (with its pooled knowledge and its machines) does. To stimulate a discussion, ask questions such as the following:

- Before there were schools, where did children learn how to read and write?
- Before there were clothing stores, how did people get their clothing?
- Why do we go to the doctor when we are sick instead of depending

on our parents to make us well?
(*Doctors know more about sickness than our parents do.*)

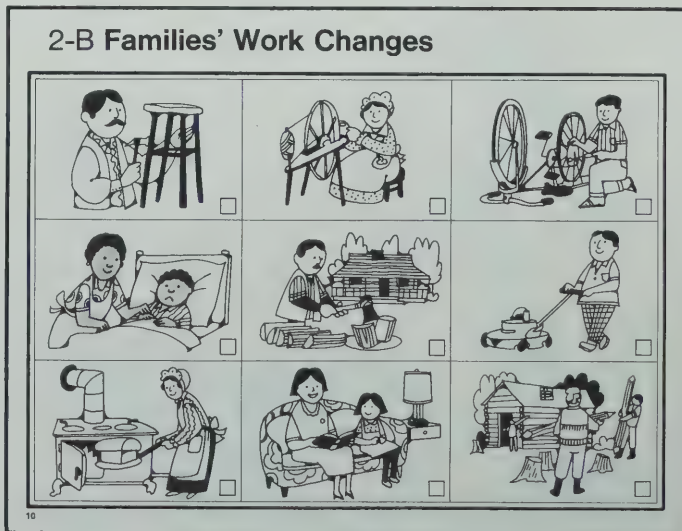
- Do most people you know (except in rural areas) have a job away from their home? How do they use the money they earn? (*To pay others for food, clothing, and shelter*)

B. **Let's Do:** Have the students look at the pictures on page 10 in their Problems Book. Ask them what the people are doing in each picture. Point out that each picture shows a family member doing something in or around the home. Then tell the students to put a check mark (✓) in the box beside each picture that shows a person engaged in an activity usually done by a family member today.

C. **Let's Think About:** Tell the students to look at the pictures that do not have a check mark (✓) in the box. Then ask them where they would go or whom they would ask to help get this activity done most efficiently today.

III. PERFORMANCE EXPECTATION

Each student should be able to name various things that his family wants or needs but does not produce for itself.



2-C How Do Families Get What They Need?

I. OBJECTIVES

- A. Basic Skills:** Evaluating pictorial information and putting pictures in the correct sequence.
- B. Concept:** The roles of family members change as the influences of cities and technology grow.

II. PROCEDURE

A. Let's Talk About: Discuss the meaning of the word *role* with the students. Make sure they understand that a role is a particular pattern of behavior (for example, a son may be a student, a friend, and so on). Then tell them that the roles of family members have changed as technology has increased and cities have grown. To clarify this statement, compare the role of a pioneer mother with the role of a modern mother. Ask the students questions such as the following:

- Where did a pioneer mother get food and clothing for her family?
- Where does a modern mother get food and clothing for her family?
- How has the growth of cities and technology changed the role of a mother?









B. Let's Do: Have the students look at the

pictures on page 11 of their Problems Book. Tell them that the pictures on the left-hand side of the page illustrate four steps that a pioneer mother might have taken to get a new dress. Those on the right-hand side of the page show what a modern mother might have to do to get a new dress. The numbers in the center of the page represent the order in which each mother will have to complete the steps in order to have a new dress. Tell the students to draw a line from each picture on the left-hand side of the page to the number in the middle of the page that tells whether the picture shows the first, second, third, or fourth step the pioneer mother will have to take to get a new dress. Tell them to repeat the process for the modern mother.

C. Let's Think About: Have the students compare the steps each mother took to get a new dress. Then ask them how the roles of a mother changed from pioneer days to today.

III. PERFORMANCE EXPECTATION

Each student should be able to name *in order* at least three steps that a modern family might take to obtain food or shelter.

2-C How Do Families Get What They Need?		
	1	
	2	
	3	
	4	

3-A What Do You Think?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial material; relating pictorial material to oneself.
- B. Concept:** All children are not alike, because they have different beliefs and attitudes that affect the way they behave.

II. PROCEDURE

- A. Let's Talk About:** Discuss the various ways the students respond to requests or instructions from their parents by asking questions such as the following:
- Are you willing to do the things you are asked to do, or do you fuss and complain?
 - Does the threat of punishment or the promise of reward affect your willingness to do what your parents ask?
 - Are you more willing to do something when you think there is a good reason?
- B. Let's Do:** Have the students look at the pictures of the three children on page 12 in the Problems Book. Discuss the attitude displayed by each child (left to right: happy, lazy, angry). Explain that each child was told by his parents to clean up the messy room in the top left-hand corner of the page.

The two illustrations labeled 1 and 2 show what each child might do (either clean up the room or leave it messy). Ask the students to indicate how they think each child would react by writing 1 or 2 in the answer box below each child pictured.

- C. Let's Think About:** Have the students give reasons for their answers. Then ask questions such as the following:

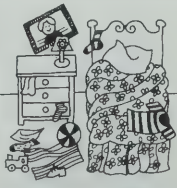
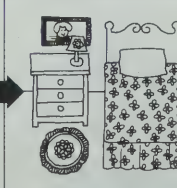


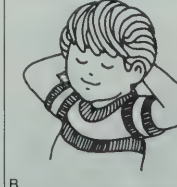

- Do you think the lazy child would clean the room if he were not promised a reward or threatened by punishment?
- Do you think the angry child would see a reason for keeping his room clean?
- Which child(ren) would probably keep the room clean in the future?

Lead the students to conclude that one reason people act in different ways is that they have different attitudes, which affect the way they behave.

III. PERFORMANCE EXPECTATION

Each student should be able to tell whether he would perform tasks that he is asked to do at home without the promise of reward or the threat of punishment.

3-A What Do You Think?

	→		1		2
					
A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>

3-B How Do We Learn?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions. Chart study skills—reading and using charts to show relevant information.
- B. Concept:** Children use their senses to learn many things within the family.

II. PROCEDURE

- A. Let's Talk About:** Discuss how children learn many things within the family by using the five senses: hearing, seeing, touching, smelling, and tasting. You might ask the following questions:

- Do you learn by doing things and by watching other people do things?
- Do you learn things by listening or by seeing? (Repeat this question, substituting the other senses.)
- Do you ever learn by using more than one of your senses?

- B. Let's Do:** Have the students open their Problems Book to page 13. Ask them which senses each of the children pictured used to learn how to do each activity shown. Then tell them to look at the chart in the upper right corner. Point out that each picture on the left-hand side of the chart represents one of

the five senses: the numbers across the top of the chart correspond to the numbered pictures. Ask the students to show which senses children would use to learn each activity pictured by putting an \times in the box that corresponds to the sense used. Complete the chart for the first picture with the class. Say:











Look at picture 1. Then find the numeral 1 on the chart. Put an \times in each box that is below this numeral and across from the picture of a sense the boy might have used to learn to repair the chair. For example, if you think he learned by listening, put an \times in column 1 in the box across from the ears.

- C. Let's Think About:** Tell the class that people learn different things because they have different family experiences. Discuss why some kinds of behavior are more permanent than others.

III. PERFORMANCE EXPECTATION

Each student should be able to cite something he has learned from his family, tell which senses were involved, and tell how he learned it (by imitation, because of punishment or reward, or because the action made sense).

3-B How Do We Learn?

Picture	1	2	3	4	5	6	7	8	9	10
										
										
										
										
										
										
										
										
										
										

3-C Why Do They Act as They Do?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information; using symbols.
- B. Concept:** Children's behavior is shaped by their imitation, by promise of reward and threat of punishment, and by certain beliefs that become internalized ("make sense" to the child).

II. PROCEDURE

A. Let's Talk About: Tell the students they feel and act as they do for a variety of reasons. Then ask the following questions:

- Do you ever try to act like somebody else, such as your mother, father, or someone you have seen on television? (Imitation)
- Do you ever do something because you will receive a reward? (Point out that the reward may be emotional—praise—as well as material.)
- Do you ever do something because you are afraid you will be punished if you do not do it?
- Do you ever do something because it simply makes sense, that is, you feel it is the right thing to do? (Internalization)




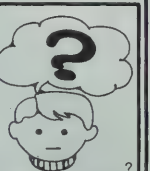







B. Let's Do: Tell the students to look at the four pictures across the top of page 14 in their Problems Book. Explain that each picture illustrates a different reason for a person's actions (imitation, reward, punishment, "makes sense"). Point out the symbols for each reason. Then tell them that each of the other pictures on the page shows a child behaving in a certain way. Have the students indicate the reason for the behavior (imitation, promise of reward, threat of punishment, or "makes sense") by placing the appropriate symbol (I, \$, X, ?) in the small box under each picture.

C. Let's Think About: Discuss the students' answers. Then ask them which reasons lead to the most permanent kinds of behavior. (*Behavior that makes sense is probably the most permanent. Behavior due to reward or punishment may change when the promise of reward or the threat of punishment is removed.*)

III. PERFORMANCE EXPECTATION

Each student should be able to name at least one activity he usually performs for each of the four reasons described in this exercise.

3-C Why Do They Act as They Do?

4-A How Do Families Reach a Goal?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating information.
- B. Concept:** Every family is a system in which the members work together (interact) to make the family a happy family (achieve goals).

II. PROCEDURE

- A. Let's Talk About:** Discuss the word *goal* with the class. Explain that every family works together to attain certain family goals such as raising children and giving them their beliefs and customs. Then ask the students to look at the family picture in the middle of page 15 of their Problems Book. Tell them that the family in the picture has attained a goal that they have been working toward for many years. Ask them to name the goal. (*Boy graduating from college*)
- B. Let's Do:** Ask the students to look at the pictures on the left and right sides of the page. Explain that each picture shows some member or members of the family










(in the center circle) engaged in an activity that will either further or hinder the attainment of the family goal. Direct the students to put a plus sign (+) in the small box on each picture of an activity that is helping the family reach its goal of a college degree for the son. The students should put a minus sign (—) in the small box on each picture of an activity that is hindering the family from reaching its goal.

- C. Let's Think About:** Have the students look at the pictures they marked with a minus sign. Then ask how the activities in these pictures are hindering the family from reaching its goal.

III. PERFORMANCE EXPECTATION

Each student should be able to name one of his family's long-term goals (such as buying a house) or several of his family's short-range goals (such as taking a vacation). He should also be able to list the ways in which different members of the family can help reach these goals.

4-A How Do Families Reach a Goal?

15

4-B Each Person Plays Many Roles

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- C. **Concept:** The members of a family occupy various positions and roles in which they interact with each other.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of the word *role* with the students (for suggested definitions, see page 11 in the Problems Book). Then tell them to look at the pictures at the top of page 16 in their Problems Book. Ask them what the man is doing in each of the pictures. Explain that some of the pictures show the man in his role as a father and the rest show him in various other roles. Then tell the students to look at the pictures at the bottom of the page. Ask them what the woman is doing in each picture. Then




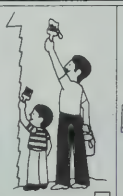






explain that a mother also plays a number of roles. Tell the students that each family member has a number of different roles that can conflict.

- B. **Let's Do:** Tell the students to place a check mark (✓) in the box beside each picture that shows the man or woman engaged in activities that would be in conflict with the parental role.
- C. **Let's Think About:** Have the students name some of the roles their parents play outside the family. Then ask them if their parents ever complain that some of these roles interfere with their roles as mothers and fathers.

III. PERFORMANCE EXPECTATION

Each student should be able to name at least four roles that he plays (such as son, brother, friend, student, ballplayer).

4-B Each Person Plays Many Roles

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

16

4-C What Is a Compromise?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** Family members may be able to reach a compromise when goals conflict.

II. PROCEDURE

- A. Let's Talk About:** Lead a class discussion on the subject of compromise. Point out that when family members have conflicting goals, problems can evolve, but that it is often possible to reach a mutually agreeable solution. You might ask questions such as the following:

- If two children want to play with the same toy at the same time, will they both get what they want?
- If the two children agree to take turns playing with the toy, will they both get part of what they want?
- Is this a compromise?

Point out that a compromise is a situation in which conflicting goals are modified in a way that will satisfy all the persons concerned.

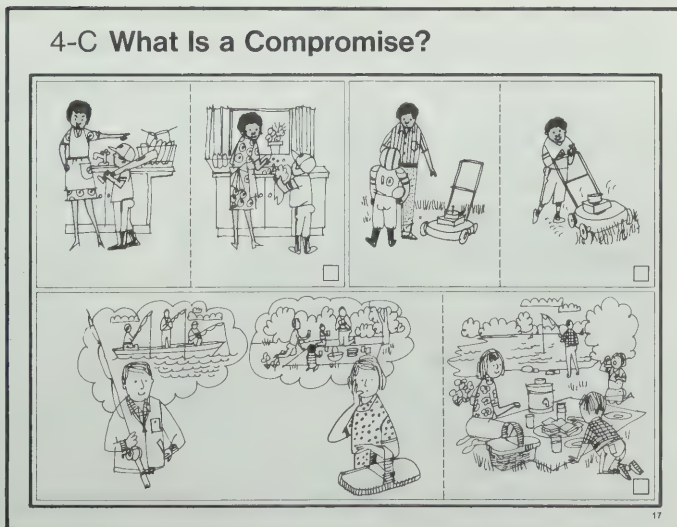
- B. Let's Do:** Have the students look at the pictures on page 17 in their Problems Book. Point out that there are three sets of pictures. Explain that in each set the

drawing on the left shows a situation in which two family members have conflicting goals and the drawing on the right shows the situation after the family members have resolved the conflict. Discuss the conflicts between goals that are illustrated in the left-hand pictures. Then have the students look at the right-hand pictures in each set. Direct them to write an \times in the box below each right-hand picture if it shows a situation that is the result of a compromise. Remind them that a compromise situation must be mutually agreeable.

- C. Let's Think About:** Ask the students how the compromise situations illustrated on page 17 might have been different if the family members had not compromised. Then discuss how the noncompromise situations might have been resolved through compromise.

III. PERFORMANCE EXPECTATION

Each student should be able to give an example of a problem situation that could occur in his family because of conflicting goals, and to tell how he would resolve the conflict through compromise.



5-A How Many Persons Make a Family?

I. OBJECTIVES

- A. Basic Skills:** Filling in a chart after interpreting pictorial information and subsequently reading the chart. Doing simple addition and understanding mathematical terms such as "more than," "fewer," "less than," and "most."
- B. Concept:** Families differ in their makeup, or composition.

II. PROCEDURE

- A. Let's Talk About:** Have the students look at the pictures of families on page 18 of their Problems Book. Point out that each family picture is identified by a number in the lower right-hand corner. Then lead a discussion to compare the sizes of the families. You might ask questions such as the following:
- Are there the same number of persons in each family?
 - How many persons are there in family 1? Which families have more persons? Which families have fewer persons?
 - Which family has the most persons?

B. Let's Do: Tell the students to count the number of persons in family 1. Next ask them to place a check mark (✓) on the chart under the appropriate number (in this case, 4) for row 1. They should complete the chart by putting a check mark under the appropriate number for each family.

C. Let's Think About: Discuss each family picture with the students, pointing out why the families differ in size and composition. You might ask questions such as the following:

- Do all the families have the same number of adults? If not, give some reasons why.
- Do you consider the man and woman in picture 8 a family? Why?
- In family 3, two children are Caucasian and one child is Oriental. How did they become brothers and sisters? (*Adoption*)

III. PERFORMANCE EXPECTATION

Each student should be able to conclude that families differ in size and composition.

5-A How Many Persons Make a Family?						
Family	Number of Family Members					
	1	2	3	4	5	6
1				✓		
2						
3						
4						
5						
6						
7						
8						

5-B Farm Life or City Life?

I. OBJECTIVES

- A. Basic Skills:** Interpreting, evaluating, and classifying information.
- B. Concept:** The likes, dislikes, and way of life of families differ because of exposure to different environments.

II. PROCEDURE

- A. Let's Talk About:** Have the students look at the pictures on page 19 of their Problems Book. Then ask the following questions:
 - What do you see in each picture?
 - Would you expect to see the pictured situation in the city? in the country? Why?
- B. Let's Do:** Have the students look at each of the numbered pictures and decide whether each pictured situation would be seen in the city or in the country. Then have them look at the two pictures at the bottom of the page, making sure that they identify one as a city family and the other as a country family. Next, tell them











to look at picture 1. Ask them to indicate whether the scene could be found in the city or in the country by writing the numeral 1 in the first box under either the city family or the country family. If the scene could be found in both the city and country, the students should write a 1 in the first box under each of the family pictures. They should follow this procedure for all other numbered pictures. Make sure they understand that every box under each of the two family pictures does not have to be filled in.

- C. Let's Think About:** Have the students name some other scenes they might see if they lived in a large city, in a small town, or in the country.

III. PERFORMANCE EXPECTATION

Each student should be able to name a number of differences in way of life of families who live in a city and families who live in a rural area.

5-B Farm Life or City Life?

 1	 2	 3	 4
 5	 6	 7	 8
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5-C How Does Weather Affect These Workers?

I. OBJECTIVES

- A. Basic Skills:** Evaluating and classifying pictorial information; using symbols.
- B. Concept:** Weather conditions affect some families more than others.

II. PROCEDURE

- A. Let's Talk About:** Tell the class that families in different environments are exposed to different weather conditions. Explain that when people choose a location for certain types of jobs, weather can be an important factor. (For example, a wheat farmer must choose an environment conducive to growing wheat, and an outdoor construction worker might want to avoid cold environments.) To stimulate a discussion, ask the students the following questions:
- How does environment affect different types of jobs? (*Lawyer—very little; construction worker—very much*)
 - How does environment affect the availability of different jobs? (*Truck driver—very little; fisherman—very much*)
 - Can you name some jobs that are totally dependent on weather conditions?

tions? (*Snow remover*)

- Is every worker affected by weather to some degree?









B. Let's Do: Have the students turn to page 20 in their Problems Book. Ask them what the people are doing in each picture. Then tell them to look at the numbers in the center of the page. Explain that 1 is a symbol for "much," 2 for "some," and 3 for "little." Tell the students to decide to what degree—much, some, or little—the workers in each picture are affected by weather conditions. Then have them write a 1, 2, or 3 in the small box beside each picture to indicate the degree to which they think the worker pictured will be affected by weather conditions.

C. Let's Think About: Ask the students how (in what ways) weather affects the workers on page 20. For example, a farmer is ruined financially if cold weather destroys his crop, whereas an office worker may be affected only physically by cold weather.

III. PERFORMANCE EXPECTATION

Each student should be able to explain how weather affects his parents in their occupations.

5-C How Does Weather Affect These Workers?

			
1=Much	2=Some	3=Little	
			

6-A The Family Cycle

I. OBJECTIVES

- A. **Basic Skills:** Comprehending time sequence in a family cycle.
- B. **Concept:** Most families go through a pattern of development, which makes up a cycle.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the word *cycle* with the students. Make sure they understand that a cycle is a set of sequenced steps that form a pattern. You might ask questions such as the following:

- Are people babies first? Are they teen-agers first?
- Do people become mothers and fathers first? Or do they become grandmothers and grandfathers first?

Then tell the students that families go through a cycle, or series of steps, just as people do.

- B. **Let's Do:** Have the students look at the pictures on page 21 of their Problems







Book. Point out that each picture is represented by a letter of the alphabet. Then tell the students that each picture shows a different step in the family cycle. Next, ask them to decide which picture shows the first step in the family cycle and have them write the letter representing that picture on the first line of the "Picture Order" column. Then have them put the rest of the pictures in order by writing—in the proper sequence in the "Picture Order" column—the letter that represents a picture.

- C. **Let's Think About:** Ask the students if every family's cycle follows the same pattern. In other words, does every family take the same steps at the same time?

III. PERFORMANCE EXPECTATION

Each student should be able to tell which steps in the family cycle his family has passed, which step they are at now, and which steps they might get to in the future.

6-A The Family Cycle

 A	 B	 C
 D	 E	 F

Picture Order

6-B Families Are Different

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** The way a family goes through a cycle differs from place to place, from one economic level to another, from one ethnic background to another, and from one generation to another.

II. PROCEDURE

- A. Let's Talk About:** Lead a class discussion about some of the ways families differ. Ask questions such as the following:
- Do you think families everywhere are the same?
 - Do they all follow the same customs and traditions?
 - Do they all live in the same kind of home?
 - Do they all have the same number of children?
 - Why do you think families live differently?

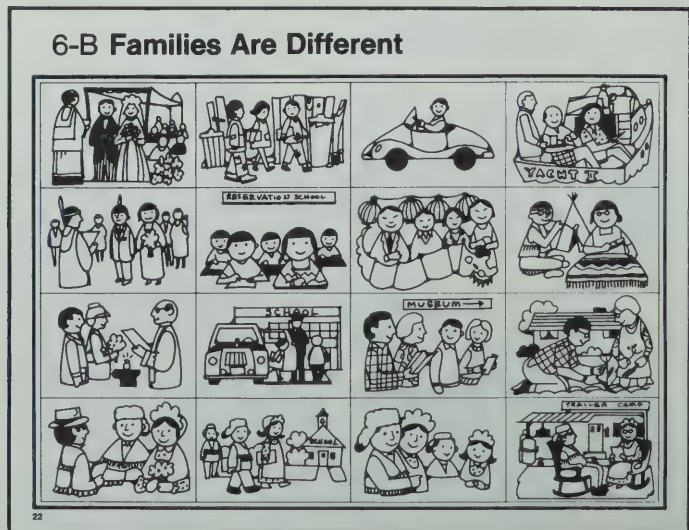
Then explain that all families go through a similar family cycle, but the ways in

which they go through each step in the cycle differ.

- B. Let's Do:** Have the class turn to page 22 in their Problems Book. Explain the steps in the family cycle illustrated by the progression of pictures from left to right in each row. Point out that the first picture in each of the four sets refers to marriage, the second to the school years of the married couple's children, the third to the same children's teen-age years, and the fourth to the married couple's retirement years. Tell the students to look at each of the four horizontal sets of pictures. Ask them to cross out the one picture in each set that does not belong with the other three pictures in that group.
- C. Let's Think About:** Ask the students why the pictures they crossed out did not belong with the other pictures in the group. Discuss with the class the inconsistency illustrated in each case.

III. PERFORMANCE EXPECTATION

Each student should be able to name at least two factors that might cause different families to move through the family cycle differently.



6-C Many Things Cause Changes in a Family

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** The family cycle is interrupted many times by outside physical or social forces.

II. PROCEDURE

- A. Let's Talk About:** Discuss the family cycle with the students. Make sure they understand that it is perfectly natural for certain changes to occur during the family cycle. Now explain the difference between a natural, or expected, change in the cycle and one that is unexpected, pointing out that the unexpected change is caused by outside physical or social forces. An example of the former is a wedding; an example of the latter is a father being hospitalized after a car accident.
- B. Let's Do:** Have the students look at the pictures on page 23 of their Problems






Book. Tell them that all the pictures surrounding the center picture show things that could change this (or any) family's way of life. Ask them to put an X in the small box beside each pictured activity that could cause an unexpected change within a family. Remind them that they should mark only those changes that would *not* be part of the family's natural cycle.

- C. Let's Think About:** Ask the students how each activity pictured could change (financially, spiritually, intellectually) the family's way of life.

III. PERFORMANCE EXPECTATION

Each student should be able to name at least three things that could happen in the future to change his family's way of life; he should state whether the change would be a natural, expected change or one that would be unexpected.

6-C Many Things Cause Changes in a Family

23

7-A What Do You Wish For?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** Every person wants more than he has, so he must learn to make choices.

II. PROCEDURE

- A. Let's Talk About:** Lead a class discussion of the fact that most people do not get everything they want. Remind the students of the long birthday or Christmas lists they compile each year. Then ask:
- Do you have all the things you would like to have?
 - What are some of the things you would like to have right now?
 - Which of these things would you buy if you could buy only one item?
 - Is it easy to make choices?
- B. Let's Do:** Have the students look at the pictures on page 24 of their Problems

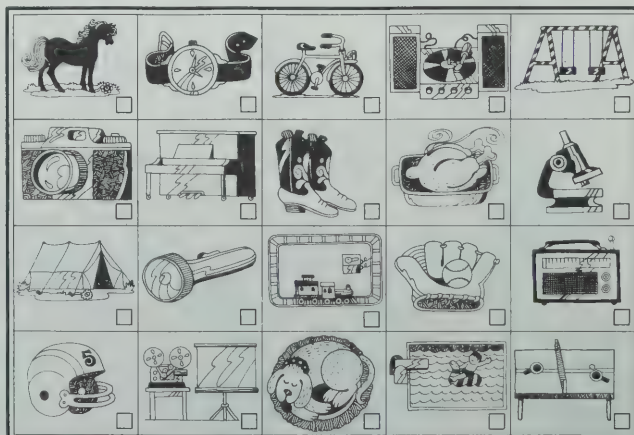
Book. Tell them to choose the five items that they would most like to have. Then tell them to decide which of the five items chosen they would like to have most, which item they would then prefer, and so on, until they decide which of the items they want least. Instruct them to put a 1 in the small box next to their first choice, a 2 in the box next to their second choice, and so on, until they reach their last choice, 5.

- C. Let's Think About:** Ask the students if they found it difficult to choose five items from the twenty illustrated. Then ask them why they gave priority to the five items they chose.

III. PERFORMANCE EXPECTATION

Each student should be able to name three things, in order according to preference, that his entire family would like to have or do.

7-A What Do You Wish For?



7-B What Happens When We Wish for More and More?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** As man fulfills his wish for more and more goods, he changes the environment.

II. PROCEDURE

- A. Let's Talk About:** Have the students discuss the relation between the production of goods and environmental change. Ask the following questions:
- Are all goods produced from raw materials? Name some. What effect might the production of these goods have on the environment?
 - Does the production of goods ever result in pollution?
 - What would happen if we produced all the goods that we wanted from our natural resources?
 - Could we ever run out of natural resources?
 - Do you think our forests and mines look different now than they did three parents ago? Why?
- B. Let's Do:** Have the students turn to page

25 of their Problems Book. Tell them that the goods pictured at the top of the page are used by many people. Explain that the bottom pictures show the possible results of using these goods. Direct them to draw a line between each good pictured and its possible resultant condition.

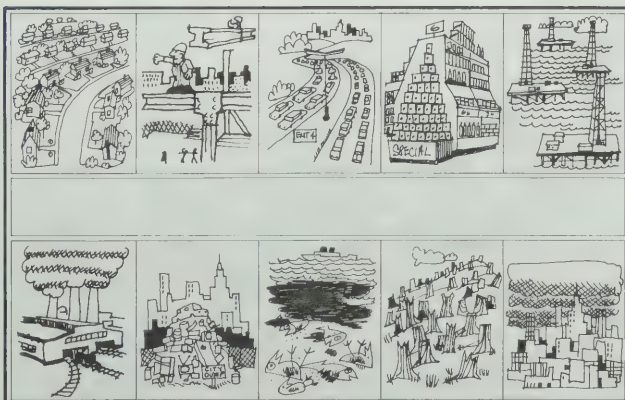
- C. Let's Think About:** Discuss the costs of increasing production of goods and services that are harmful to the environment. Then ask the following questions:

- What can we do about the damage to our environment caused by the production of some goods and services? (*Try to reestablish the environment; learn to get along with fewer goods*)
- What goods do we really need for healthy living?
- Why do we feel that we need so many other goods? (*We see them advertised on television; our friends have them; and so on.*)

III. PERFORMANCE EXPECTATION

Each student should be able to name one good whose production has had an unhealthy effect on the environment.

7-B What Happens When We Wish for More and More?



8-A Who Are Producers? Who Are Consumers?

I. OBJECTIVES

- A. **Basic Skills:** Classifying pictures; understanding the words *producer* and *consumer*.
- B. **Concept:** All families are made up of producers and consumers.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the words *producer* and *consumer*. Point out that a producer makes goods or provides services and a consumer uses goods and services. (Make sure that the students understand the words *goods* and *services*.) Then ask questions such as the following:
 - Is a woman in a grocery store a producer or a consumer?
 - Is the plumber who fixes the kitchen sink a producer or consumer?
- B. **Let's Do:** Have the students look at the pictures on page 26 of their Problems










Book. Ask them to indicate whether the individual in each picture is a producer or a consumer by putting the letter that corresponds to each picture in the appropriate column. Tell the students that in some cases there is no right or wrong answer; they should choose the *best* answer.

- C. **Let's Think About:** Ask the students if any of the individuals pictured on page 26 could be classified as a producer *and* a consumer. Then discuss why and how these individuals fulfill both roles. Point out that everyone is a consumer but not everyone is a producer.

III. PERFORMANCE EXPECTATION

Each student should be able to name five situations in which he would be a producer and five situations in which he would be a consumer.

8-A Who Are Producers? Who Are Consumers?

Producers				Consumers
	 A	 B	 C	
	 D	 E	 F	
	 G	 H	 I	

8-B Everyone Consumes Goods and Services

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Different family members consume different goods and services.

II. PROCEDURE

- A. Let's Talk About:** Have the students discuss the different kinds of goods and services that various members of their family consume. Ask questions such as the following:

- Do the members of your family consume the same goods and services?
- What goods and services do you consume that are not consumed by other members of your family?
- Is there anyone in your family who consumes but does not produce?

Explain that in order for goods and services to be consumed, someone must produce them.

- B. Let's Do:** Have the students turn to page








27 in their Problems Book. Tell them that the people pictured across the top of the page are members of the same family. Then ask them to look at the fifteen pictures of goods and services. Tell them to indicate which goods or services would be consumed by each family member by writing the number of each picture in a box below the picture of the appropriate family member or members. Point out that some of the goods and services pictured may be consumed by more than one family member.

- C. Let's Think About:** Discuss why different members of a family consume different goods and services. (*Differences in age, sex, individual likes and dislikes, income, and so on*)

III. PERFORMANCE EXPECTATION

Each student should be able to name various goods and services he consumes that differ from those consumed by other family members.

8-B Everyone Consumes Goods and Services

 Parents		 Teenagers		 Baby							
 1	 2	 3	 4	 5	 6	 7	 8	 9	 10	 11	 12

8-C Factory or Home?

I. OBJECTIVES

- A. Basic Skills:** Evaluating and classifying pictorial information.
- B. Concept:** In the past most goods and services were produced at home, whereas now they are produced mainly in factories.

II. PROCEDURE

- A. Let's Talk About:** Lead a class discussion about where the majority of goods and services are produced today. Ask questions such as the following:
- Do you produce most of the goods and services you consume, or do you buy them?
 - If you buy the goods you consume, where are they produced?
 - Have people always been able to buy factory-produced goods?
 - Where did people get the goods they consumed when there were no factories?
- B. Let's Do:** Have the students look at the pictures on page 28 of their Problems












Book. Point out that the pictures show items that are usually produced either in a factory or at home. Have the students indicate whether the goods shown are produced in a factory or at home by putting an \times in the appropriate column on the right-hand side of the page. The first column is for factory-produced goods; the second is for goods produced at home. The numbers of the pictures correspond to the numbers listed at the left of the two columns. Instruct the students to put an \times in one of the two columns across from the number of the picture being evaluated.

- C. Let's Think About:** Discuss why some people choose to produce goods at home when they can buy them factory-produced.

III. PERFORMANCE EXPECTATION

Each student should be able to classify items found in the classroom as being produced in the factory or at school.

8-C Factory or Home?

				
1	2	3	1	
				
4	5	6	2	
				
7	8	9	3	
			4	
			5	
			6	
			7	
			8	
			9	

9-A People Specialize

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information and relating it to personal experience.
- B. Concept:** People are interdependent because of the division of labor and occupational and geographic specialization.

II. PROCEDURE

- A. Let's Talk About:** Discuss specialization and its importance with the class. Explain that specialization can take place either among people or among areas of the world. Ask the following questions regarding specialization among people:

- What would happen if everyone tried to be a doctor or a grocer?
- Does a doctor ever need a grocer?
- Does a grocer ever need a doctor?
- Do you think that a worker who does only one kind of job does that job better than someone who does many different jobs?

Explain that geographic specialization exists because areas of the world have different climates and natural resources and people with different skills. Ask the following questions regarding geographic specialization:

- Does every area have enough hot weather to produce bananas?
- Does every area have enough oil to produce fuel oil?
- Does every area have a professional football team?











- B. Let's Do:** Have the students turn to page 29 in their Problems Book. Point out that each picture in the top row indicates a kind of specialization and each picture in the bottom row shows either specialists at work or regions of the world that specialize. Instruct the students to draw a line from each situation pictured in the top row to the form of specialization in the bottom row that provides the goods or services needed.

- C. Let's Think About:** Identify the Western Hemisphere on a globe for the students. Then indicate on a United States map the country, region, or city that specializes in the goods pictured on page 29.

III. PERFORMANCE EXPECTATION

Each student should be able to give an example of a specialist whose services he depends on in his daily life and an area that specializes in the production of a product he uses daily.

9-A People Specialize

9-B Man Needs Tools and Machines

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Man uses tools and machines to produce goods and services and accomplish tasks efficiently.

II. PROCEDURE

- A. Let's Talk About:** Explain that a tool and a machine are instruments used in the performance of some kind of work. Discuss the timesaving aspects and the convenience of man's use of tools and machines. Ask the following questions:
- Do you think your mother could do a good job of washing clothes if she had to do them all by hand?
 - Would a washing machine help her do this job better? Why?
 - Do you think a farmer could do a good job of digging up his fields for planting if he had only his hands to dig with?
 - Can you think of any tools or machines the farmer might use to help

him do this job?

- B. Let's Do:** Have the students turn to page 30 in their Problems Book. Point out that each large picture shows a person doing a job either with no tools or with the wrong tool. Ask the students to look at the three small pictures beside each large picture. Explain that these pictures show tools or machines that might help the person do his job. Direct the students to circle the tool or machine that would *best* help each person do his job.

- C. Let's Think About:** Discuss how the students use tools and machines in their daily lives by asking questions such as the following:

- Do you use tools to clean your teeth and untangle your hair? Name them.
- What are some tools or machines you might use to cook a meal? to clean your room? to get to school?

III. PERFORMANCE EXPECTATION

Each student should be able to name a number of tools or machines that he has occasion to use daily and explain how they help him.



9-C What Could They Choose?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Because man now divides labor between himself and machines, he has more choices than were available in the past.

II. PROCEDURE

A. Let's Talk About: Have a class discussion about the choices that were available to a pioneer family in terms of what they could buy or make, as opposed to the choices that are available to a family today. You might ask questions such as the following:

- Do families of today make most of the things they use, or do they buy them?
- Did pioneer families make most of the things they used, or did they buy them?
- If you went to a big department store, would you find many or few things to buy?
- Did pioneer families shop in big department stores? Why not? Where did they shop?

Next, ask the students whether or not they

think the pioneers' limited array of choice was beneficial. Ask them why they think as they do.










B. Let's Do: Have the students turn to page 31 in their Problems Book. Ask them to decide whether each of the items pictured could have been made or purchased by a pioneer family. If an item could have been made or purchased by the pioneer family, have them put the number for that item in one of the boxes in the center of the page under "Pioneer Family." Next tell them to put the number of every item that could be purchased by a family of today in one of the boxes in the center of the page under "Modern Family." If an item could be purchased by both families, have them put the item number in a box under *each* title.

C. Let's Think About: Ask the class which family—pioneer or modern—has the greater number of choices and why. (*The modern family because of technological advances.*)

III. PERFORMANCE EXPECTATION

Each student should be able to name a number of things he can buy today that a pioneer child could not have made or bought.

9-C What Could They Choose?

 1	 <div style="display: flex; justify-content: space-between; padding: 5px;"> Pioneer Family Modern Family </div>	 5  6  7  8
 2  3  4		

9-D We Depend on Each Other

I. OBJECTIVES

- A. Basic Skills:** Arranging series of related pictures in sequential order.
- B. Concept:** Because of labor specialization, we depend on many people to produce the goods and services we use.

II. PROCEDURE

- A. Let's Talk About:** Discuss how people depend on one another to produce goods and services. Then name a widely used product that illustrates the interdependence of labor (an automobile, for example), and ask questions such as the following about the product:

- Do your parents ever need to go somewhere in a car?
- Do they know how to build a car that will run?
- Who made the car that you ride in? Do you think it was made by one person working alone, or by many people?

Point out some of the steps, from design through sales, that are involved in bringing this product to the consumer. Explain that most of the steps involve the work of
















many people and that much of the work is specialized.

- B. Let's Do:** Have the students look at the three rows of pictures on page 32 of their Problems Book. Explain that the first picture in each series shows a consumer using a good or service that is the end result of the other four pictures, each of which illustrates a step in the production of the good or service. (Make sure the students understand the production step that each of the smaller pictures illustrates.) Explain that these steps are not in the correct order and ask the students to rearrange them by numbering each picture 1, 2, 3, or 4 according to its proper place in the sequence of events.
- C. Let's Think About:** Have the class describe in proper sequence the steps that are taken in the production of milk.

III. PERFORMANCE EXPECTATION

Each student should be able to list a number of goods and services he uses every day that require the cooperative efforts of many people to produce.

9-D We Depend on Each Other

32

10-A Who Is Earning an Income?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information; understanding the term *income*.
- B. Concept:** Producers who work outside the family usually receive their reward in money.

II. PROCEDURE

- A. Let's Talk About:** Explain the word *income* to the students. Then discuss the fact that there are many ways for producers to earn incomes. Ask questions such as the following:

- Do you or your mother or your father earn an income for doing chores at home?
- Should family members help each other without a monetary reward?
- How many members of your family earn an income as producers outside the home?
- What kind of goods or services do

they produce?

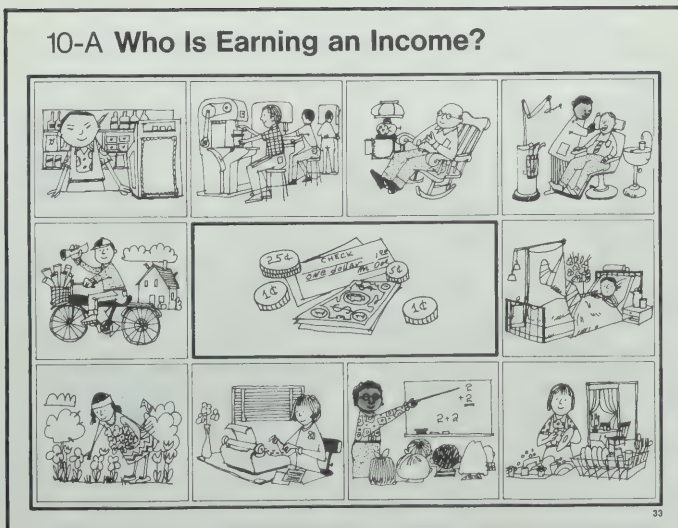
- Do you think these producers should earn an income? Why?

- B. Let's Do:** Have the students look at the pictures on page 33 of their Problems Book. Ask them to decide which of the pictured individuals would earn an income for the activity they are performing. Then tell them to draw a line from the the money in the center of the page (representing income) to each picture that shows a producer earning an income.

- C. Let's Think About:** Discuss how the speed and efficiency of a producer would be affected if a potential income were not offered for his goods or services. Then ask:
- Do you know anyone who works and does not receive an income?
 - If so, what kind of work does he do?

III. PERFORMANCE EXPECTATION

Each student should be able to name various ways he can earn an income.



10-B Prices Can Change

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. **Concept:** The price of a good or service depends upon many factors.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the fact that people must pay a price for the goods and services they want. Explain that the more people there are who want to buy a certain good or service, the higher its price will be. The fewer people there are who want to buy a certain good or service, the lower its price will be. This is called the law of demand. The larger the quantity of a good or service that producers offer a customer, the lower its price will be. The smaller the quantity of a good or service producers offer a customer, the higher its price will be. This is called the law of supply. The amount of goods producers are willing to produce (supply) and the amount of goods consumers are willing to buy (demand) determine the price of the goods. This is the law of supply and demand. Give the students the following examples:

- Long ago oil was found only in a

few places in the world. Since it was very scarce, the price was high. Now oil can be found in many places, so the price is lower. The supply of oil has increased.

- Long ago, when families used oil lamps, the price of oil was high. When electricity was developed, less oil was purchased; so the price of oil dropped. The demand for oil decreased.









- B. **Let's Do:** Have the students look at the pictures on page 34 of their Problems Book. Tell them that all the people in the pictures are potential buyers. Have the students consider the number of goods and buyers in each pair of pictures and put an X in the box below the picture in each pair that shows the goods that will have the lowest price.

- C. **Let's Think About:** Discuss with the students their reasons for answering as they did. Ask them what the determining factors were in each case.

III. PERFORMANCE EXPECTATION

Each student should be able to state in his own words the meaning of the law of supply and demand.

10-B Prices Can Change

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10-C Spending Your Income

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information; arranging pictured items according to priorities.
- B. Concept:** Money helps us to trade with each other and to measure the value of goods and services.

II. PROCEDURE

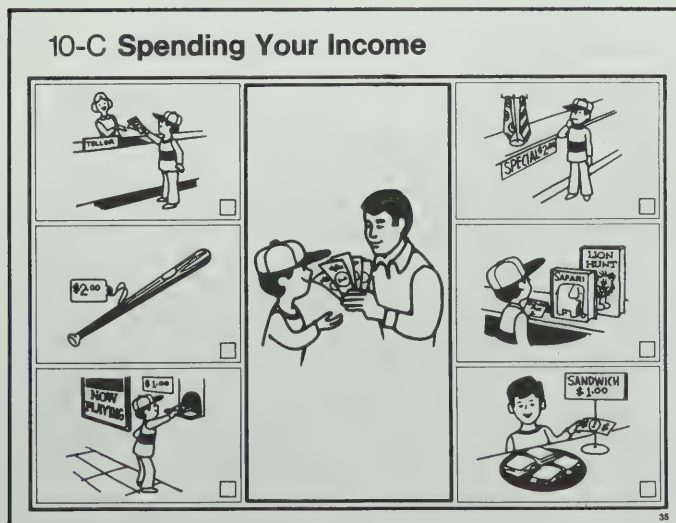
- A. Let's Talk About:** Have the students discuss the ways they spend their money. Explain that each person develops certain feelings about what is more important and less important to buy. The amount of money he has, the price of a good or service, and personal taste also help determine what a person buys. Point out that everyone should be able to judge what is more and less important and make judgments based on his income. He should also be able to judge the outcome of his choices. Explain that when a person spends money he may create problems for himself. Tell the students to keep in mind prior commitments, basic needs, recreation, and savings when they establish priorities for spending money.

- B. Let's Do:** Have the students look at the pictures on page 35 in their Problems Book. Tell them that the boy in the block at the center of the page has an income of five dollars. He wants all the goods and services pictured on the page, but he cannot afford them all. He must therefore establish priorities for spending his income by assigning different values to each item pictured. Ask the students to pretend they are the boy. Then have them establish priorities by numbering the pictures from 1 to 6, using 1 for the item they would most like to have and 6 for the item they want least.

- C. Let's Think About:** Discuss with the students the priorities that their parents have established for spending their income. Some general areas that should be brought up are paying bills, buying food and clothing, recreation, and saving for future spending.

III. PERFORMANCE EXPECTATION

Each student should be able to name, in order of priority, five items that he would want to purchase if he earned an income of five dollars.



10-D Getting the Most for Your Money

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Most families try to get the most for their money.

II. PROCEDURE

























- A. Let's Talk About:** Discuss how important it is to make wise choices when shopping for goods and services. Tell the students they should consider only the goods and services that offer the most satisfaction for the amount of money they want to spend. Remind them that once they purchase an item and spend the money, they lose the opportunity to buy something else. Make sure that the discussion includes sensible and efficient ways of saving money, such as taking advantage of sales or buying two or more of an item at a reduced price.
- B. Let's Do:** Have the students turn to page 36 of their Problems Book and look at the toys for sale in the three different toy

shops. The price is shown next to each item. Point out that each of the three toy shops has the same toys for sale, but at different prices (except for the motorized toy boat at Joe's that differs in quality from the other boats). Then ask the students to pretend they are shopping for the six toys pictured across the bottom of the page. They should try to buy each of the toys at whichever toy store (Johnny's, Joe's, or Bob's) is selling the toy for the best value. They should print the name of the toy store (Johnny's, Joe's, or Bob's) that sells each item at the best value in the box under the item pictured at the bottom of the page.

- C. Let's Think About:** Discuss ways of saving money on food purchases, such as buying canned goods on sale or buying foods in season.

III. PERFORMANCE EXPECTATION

Each student should be able to name various ways of being an economical shopper.

10-D Getting the Most for Your Money					
JOHNNY'S TOY SHOP		JOE'S TOY SHOP		BOB'S TOY SHOP	
Sale Today		Sale Today		Sale Today	
TOY	PRICE	TOY	PRICE	TOY	PRICE
	10c Each		\$1.00 Each		25c Each
	10c Each		5c Each		1c Each
	75c Each		50c Each		\$1.00 Each
	35c Each		50c Each		25c Each
	5c Each		7c Each		2 for 8c
	3 for \$1.00		55c Each		2 for \$1.00
					
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11-A Who Earns More?

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. **Concept:** The income a producer receives is influenced by many economic and non-economic factors.

II. PROCEDURE

- A. **Let's Talk About:** Lead a class discussion about what determines a person's income. Point out some factors such as level of education, risk, how many skills are available (supply), how many skills are needed (demand), how much is produced, and how fast workers can produce (productivity). You might ask questions such as the following:
 - Do you think a producer who went to school to learn his job will earn more or less than a producer whose job can be done without training? Why?
 - Do you think a producer will earn

more if he takes more or fewer risks on his job? (*Risking his life or risking his savings*) Why?

- Do you think a producer who produces faster at his job will earn more or less than a worker who does not produce as fast at the same job? Why?







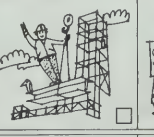




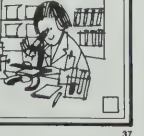
- B. **Let's Do:** Have the students look at the pairs of pictures on page 37 in their Problems Book. Make sure they can identify the producer(s) in each picture. Then tell them to compare the producers in each pair of pictures and put an X in the box next to the producer who will, in their opinion, earn more money.

- C. **Let's Think About:** Ask the students why they think one producer in each pair will earn more than the other.

III. PERFORMANCE EXPECTATION

Each student should be able to name a number of factors that contribute to a producer's income.

11-A Who Earns More?

11-B Should We Move?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Many families in our country move from job to job to improve their well-being.

II. PROCEDURE

- A. Let's Talk About:** Point out that city and country ways of living are different in many respects and that each way of living has certain advantages and disadvantages. Then ask the students to name some of the advantages and disadvantages of the two ways of living.
- B. Let's Do:** Ask the students to turn to page 38 in their Problems Book. Tell them that the family pictured in the center of the page is considering a move to








the city. The small pictures on both sides of the page illustrate some of the advantages and disadvantages of such a move. The students should indicate whether or not each picture shows a reason for moving to the city by writing the number of the picture in a space under "Yes" or "No."

- C. Let's Think About:** Have the students refer to the pictures they classified as showing why a family should move to the city. Discuss how and why these pictures indicate that moving to the city will improve the well-being of the family.

III. PERFORMANCE EXPECTATION

Each student should be able to list a number of reasons a family might have for moving to a new area, and some positive and negative effects of such a move.

11-B Should We Move?

 <p style="text-align: right;">1</p>	<p>Yes</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>											 <p style="text-align: right;">4</p>
 <p style="text-align: right;">2</p>		 <p style="text-align: right;">5</p>										
 <p style="text-align: right;">3</p>	<p>No</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>											 <p style="text-align: right;">6</p>

11-C What Can They Afford?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** The income of a family affects its well-being.

II. PROCEDURE

- A. Let's Talk About:** Discuss how the family income affects many facets of a family's life style, including such things as food, clothing, housing, occupational and educational array of choice, and leisure activities. Then have the students look at the three families pictured on page 39 of their Problems Book. Ask them to classify the income level of each family as high, average, or low. (The home pictured with each family should give them the necessary clue.)
- B. Let's Do:** Ask the students to decide which of the twelve items shown on the page each family could afford. Then ask them

to write the number of each item in one of the blocks beside each family that could afford the item.
















- C. Let's Think About:** Discuss some of the ways a family's income affects its well-being. Ask questions such as the following:

- Which family on page 39 can afford to buy the greatest number of things?
- Which family can afford to buy the least number of things?
- How does the earning power of these families affect their ability to buy necessities? luxuries? recreation? medical services?
- Do we have to be wealthy in order to be happy?

III. PERFORMANCE EXPECTATION

Each student should be able to name various items a high-income family could afford that a low- or average-income family could not.

11-C What Can They Afford?

			 1	 2	 3
 4	 5	 6	 7	 8	 9
 10	 11	 12			

12-A Who Can Find a Job?

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- B. **Concept:** There are many people who are willing and able to work but cannot find jobs because of special individual circumstances.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the words *employment* and *unemployment* with the students. Explain that many people go through extensive academic or on-the-job training to excel in their occupation so that they can get a job and keep it. But employment can be affected by individual circumstances. Some people cannot work because of unexpected sickness or disability. Others cannot find jobs because their particular skills are not needed, or because they cannot afford to move to a place where jobs are available. As a result, many people who want to work are unemployed.
- B. **Let's Do:** Have the students turn to page 40 in their Problems Book. Tell them that the pictures on the left side of the page





















illustrate various jobs that might be listed in the help-wanted section of a newspaper. The right side of the page shows unemployed workers performing the occupations they are interested in and qualified for. Have the students put an X in the box below each unemployed worker who is qualified for one of the "help wanted" jobs pictured. Point out that the unemployed may change occupations if a job requiring no specific training (such as the doorman) is available. Also, some job openings (such as for the dentist) are not filled very easily because of the amount of training required.

- C. **Let's Think About:** Discuss the dilemma of the unemployed workers who cannot find jobs for which they are qualified. Ask the students what they think these people should do. (*Take lower-paying jobs, be trained in another field, or sit and wait for the job market to improve*)

III. PERFORMANCE EXPECTATION

Each student should be able to name different circumstances that could affect the employment of a person who wants to work.

12-A Who Can Find a Job?

Help Wanted	Workers Looking for Jobs				
					
					
					
					

12-B What Causes Unemployment?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** There are many people who are willing and able to work but cannot find jobs because of malfunctions of the system and because of special individual circumstances.

II. PROCEDURE

- A. Let Talk About:** Tell the students that many people do not have jobs because of circumstances beyond their control such as these:

- Downturn in demand for one good or service (people in the field lose jobs)
- Downturn in demand for all goods and services (general unemployment)
- Seasonal job
- Automation
- Discrimination

Explain that the availability of jobs decreases when factories and offices cannot sell their goods or services. For instance, if all families spend less money on goods

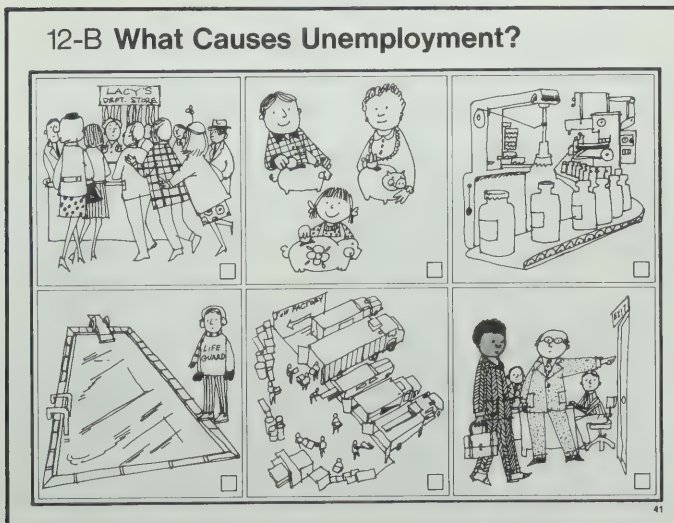
and services such as television sets, there will be fewer jobs available for television repairmen, television salesmen, and television factory workers. Explain that some people cannot get jobs because of discrimination. Others are unemployed because they do not know where to look for jobs. Still others may be unemployed if their particular skills are dependent on the weather.

- B. Let's Do:** Have the students turn to page 41 in their Problems Book. Ask them to put an \times in the small box beside each picture that shows a situation that may result in unemployment caused by circumstances beyond the control of the individual.

- C. Let's Think About:** Discuss the factors causing unemployment that are illustrated in the pictures on page 41. Then ask the students if they can suggest possible solutions to these problem situations.

III. PERFORMANCE EXPECTATION

Each student should be able to name various reasons for unemployment.



12-C Who Will Help You Get a Job?

I. OBJECTIVES

- A. Basic Skills:** Evaluating and interpreting pictorial information.
- B. Concept:** There are many different ways in which the unemployed can be helped or can help themselves.

II. PROCEDURE

- A. Let's Talk About:** Discuss the plight of unemployed workers. Remind the students that although some unemployed workers are not actively seeking jobs, there are many others who are very anxious to find jobs. Discuss where these people can find help and how they can help themselves. Point out that the government can help with programs such as the following:

- Unemployment insurance
- Public works
- Government employment services
- Retraining

Individuals and businesses can help through private charities. New inventions can help the unemployed by creating new jobs.

- B. Let's Do:** Have the students look at the pictures on page 42 of their Problems Book. Discuss the situations pictured. Make sure they understand that some of

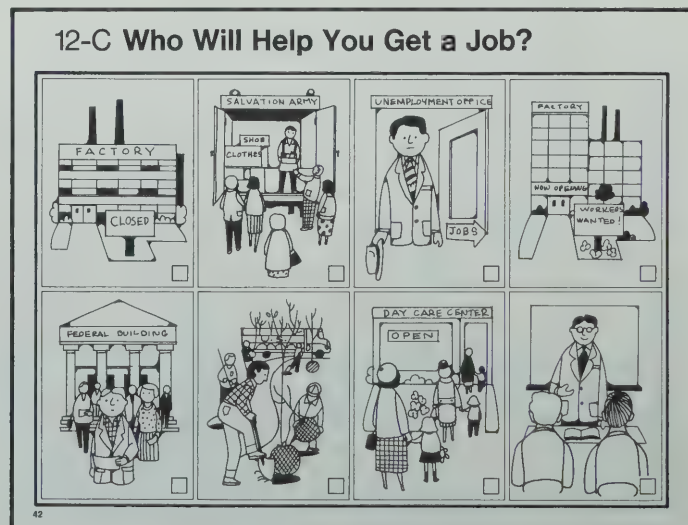
the pictures illustrate individuals, businesses, or the government helping the unemployed, whereas other pictures illustrate situations where the unemployed are not being helped. Tell the students to place a plus sign in the small box beneath each pictured situation that is a potential source of help to unemployed persons.

- C. Let's Think About:** Discuss the ways in which an unemployed person can best help himself. Ask the following questions:

- Why is it important for people to try to help themselves when they have a serious problem?
- Can people help themselves by seeking help from an outside source?
- Do you think it is easy for a person to admit he needs help to solve a problem?
- How can the government help unemployed persons?
- Is there any way that you can help the unemployed?

III. PERFORMANCE EXPECTATION

Each student should be able to name various ways, such as through social, governmental, or religious organizations, an unemployed person can receive help to provide for his family and to procure a job.



13-A Who Pays For What We Use?

I. OBJECTIVES

- A. Basic Skills:** Evaluating pictorial information and relating it to information gained by listening and observing.
- B. Concept:** Families share the cost of many goods and services purchased by the government.

II. PROCEDURE

- A. Let's Talk About:** Introduce the word *taxes* to the students. Explain that through taxation people contribute money to the city, state, and federal governments; the governments use this money to purchase various goods and services. To emphasize the necessity for taxes, ask the following questions:
 - Do you think we could defend our country if every family had to provide its own army?
 - If each family had to build its own school, would there be many schools?










- If families cannot afford to provide armies and schools by themselves, how do they get them?

- B. Let's Do:** Have the students look at the pictures on page 43 of their Problems Book. Ask them to decide whether the goods or services illustrated in each picture are purchased by one family or by all families through taxes. Then have them put a check mark (✓) in the appropriate box next to each picture.

- C. Let's Think About:** Discuss the reasons that taxes provide services that families could not provide for themselves. Point out the improbability of having the best schools, parks, and libraries without the use of tax money.

III. PERFORMANCE EXPECTATION

Each student should be able to name various goods or services that families purchase together through taxes.

13-A Who Pays for What We Use?		
What We Use	Our Family by Itself	All Families through Taxes
		
		
		
		
What We Use	Our Family by Itself	All Families through Taxes
		
		
		
		
		

13-B Are These People Paid with Taxes?

I. OBJECTIVES

- A. Basic Skills:** Evaluating pictorial information and relating it to information gained by listening and observing.
- B. Concept:** Many producers are paid from money raised through taxation.

II. PROCEDURE

- A. Let's Talk About:** Tell the students that the city, state, and federal governments use taxes to provide many services. Explain that the governments also use taxes to pay the producers who are responsible for the services provided. Make sure the students understand that most individual families cannot afford to employ certain producers such as mailmen and teachers. If families share the expense by paying taxes, however, all families can receive the same services.
- B. Let's Do:** Have the students look at the pictures on page 44 of their Problems

Book. Then ask them to place an \times in the box beside each picture that illustrates a producer who is paid with taxes.


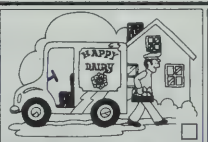





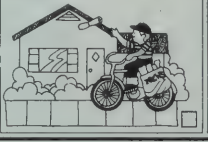

- C. Let's Think About:** Discuss the efficiency of having many services paid for by taxes. Ask questions such as the following:

- What kind of fire or police protection would we have if each family had to furnish its own firemen and policemen?
- Would there be sufficient teachers if each family had to furnish its own teachers?
- Could we each afford our own park? an army? a highway?

III. PERFORMANCE EXPECTATION

Each student should be able to name various producers whose incomes are paid from taxes and tell why all families share the cost of the services rendered by these producers.

13-B Are These People Paid with Taxes?

13-C Choosing Our Officials

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** Adult members of the family vote for government officials who decide what goods and services will be purchased with tax money.

II. PROCEDURE

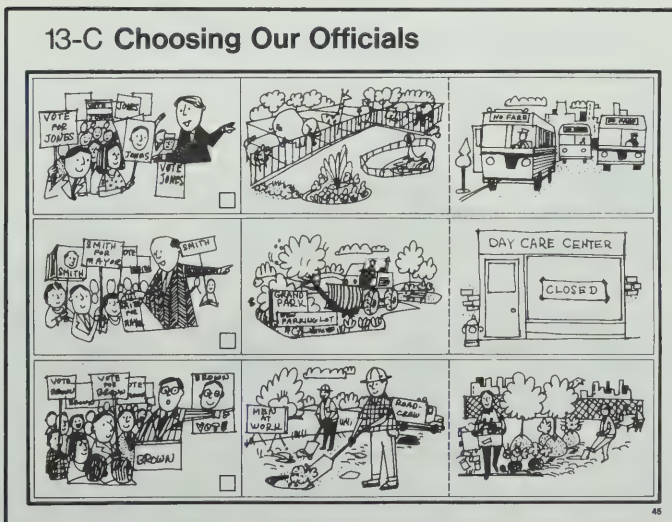
- A. Let's Talk About:** Discuss the following words with the class: *candidate*, *election*, *officials*, *vote*, and *voter*. After the students show they understand these words, discuss them in relation to the electoral process. Ask questions such as the following:
 - If two men want the same government office, how do we choose between them? (*Vote in election*)
 - What do we call these men who are running for office?
 - On what basis do we vote for these candidates?
 - Does everybody get to vote in an election? Why?
- B. Let's Do:** Have the students turn to page

45 in their Problems Book. Tell them that each of the three men pictured on the left-hand side of the page wants to become mayor of the city. The two pictures next to each man illustrate promises that he will fulfill if he becomes the mayor. Explain that these promises will involve spending the taxpayers' money on goods and services for the city. Direct the students to put an X in the box below the candidate for whom they would vote. Remind them that their decision should involve careful thought and that the most attractive promises are not always the most practical.

- C. Let's Think About:** Compare the benefits of our electoral process with a system in which people cannot choose their officials. Then ask the class to name various elected officials with whom they are familiar (by office title).

III. PERFORMANCE EXPECTATION

Each student should be able to name one advantage of voting for his city's, state's, or country's officials.



14-A Parents Play Different Roles

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. **Concept:** The family is a system in which members play a number of roles.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of the word *role* with the students (see Problems Book exercises 2-C and 4-B). Make sure they understand that each member of a family plays various roles. Explain that a man may be a father, a worker, a friend, a son, a husband, a volunteer, and so on. Have the students name some of the roles they play. You might ask questions such as the following:

- What does it mean to be a friend to someone?
- What does it mean to be a son or daughter?
- What does it mean to be an athlete?

- B. **Let's Do:** Have the students turn to page 46 in their Problems Book. Tell the stu-

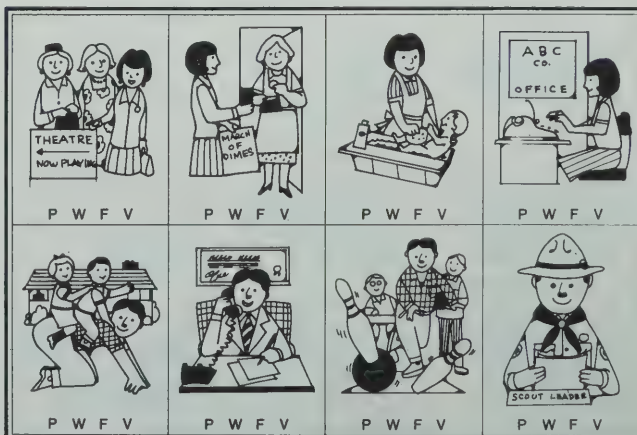
dents that they should circle one of the letters—*P*, *W*, *F*, or *V*—under each picture. Have them circle the *P* if the picture illustrates a family member playing the role of a parent. If the family member pictured is playing the role of a worker, the *W* should be circled. The *F* should be circled if the family member is playing the role of a friend. The *V* should be circled if the role of a volunteer is being played.

- C. **Let's Think About:** Discuss the similarities and differences between the kinds of roles played by adults and children (for instance, both can play the role of a friend). Bring out that each of the roles may cause conflict because each requires time and energy that may take away from the expectations of the other family members.

III. PERFORMANCE EXPECTATION

Each student should be able to name various roles that his parents play.

14-A Parents Play Different Roles



14-B Choosing Roles

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** People expect certain actions from others because of the way they look.

II. PROCEDURE

- A. Let's Talk About:** Explain that many people have preconceived ideas of how individuals playing particular roles should look. Ask the class the following questions:

- What do you think a cowboy looks like? (Stature, dress, and so on)
- If you saw a short, very thin man in a dark suit, would you think he was a cowboy? Why?

Explain that people choose roles in life that complement their interests and abilities, not necessarily their physical appearance. Tell the students that appearance may be misleading; it is often difficult to determine what occupational role a person plays without knowing what he likes to do and what his capabilities are.

- B. Let's Do:** Have the students turn to page

47 in their Problems Book. Tell them that each picture across the bottom of the page is a symbol for a different occupational role. The people who occupy these roles are pictured across the top of the page. Have the students decide which person plays each of the roles, basing their decisions on each person's appearance. Ask them to draw a line from each person to the symbol of the role he plays.









- C. Let's Think About:** Discuss the reliability of judging the roles people play solely on the basis of their appearance. You may want to ask questions such as the following:

- Do you know any young men with beards who are doctors?
- Do you know any big, muscular men who are musicians?

III. PERFORMANCE EXPECTATION

Each student should be able to draw a picture of an adult he knows whose appearance does not fit the occupational role he performs. The student should then show the class his picture and identify the person's role.

14-B Choosing Roles

14-C When Mother Is Sick

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Family members must adjust to changes that may be caused by stresses or demands placed on the family.

II. PROCEDURE

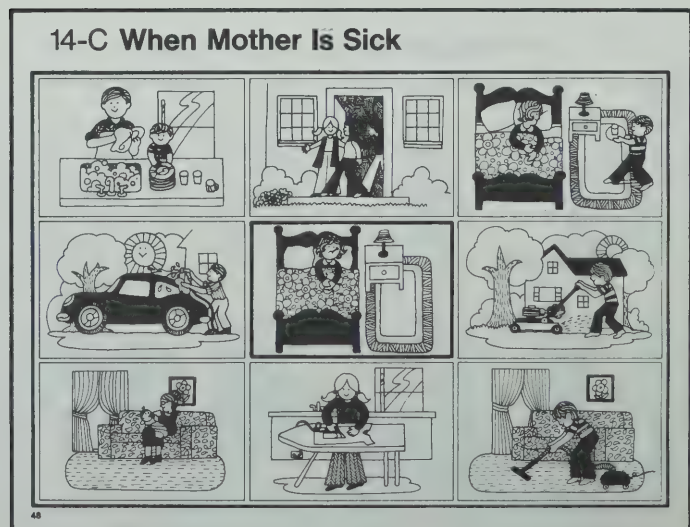
- A. Let's Talk About:** Explain that when new and unexpected demands are placed on a family, problems often arise unless the family members adjust to the changes. The adjustment may entail acquiring new roles within the family system. To illustrate this point, ask questions such as the following.
- If your father lost his job, would new demands be placed on your family?
 - How would each member of your family adjust to the change?

- B. Let's Do:** Have the students turn to page 48 in their Problems Book. Tell them that the mother's illness, shown by the center picture, places new demands on the family. Next explain that some of the other pictures illustrate how family members adjust to the new demands by acquiring new roles. Have the students draw a line from the center picture to each picture that illustrates a change in role-playing due to the mother's illness.

- C. Let's Think About:** Discuss conflicts that may arise when family members assume new roles because of changes in the family system.

III. PERFORMANCE EXPECTATION

Each student should be able to name various roles he may have to assume if an unexpected event (such as illness of a parent) occurs.



15-A Where Could There Be Conflict?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** Conflicts can arise when a person has commitments to several roles.

II. PROCEDURE

- A. Let's Talk About:** Discuss the word *role* with the students (see Problems Book exercises 2-C and 4-B). Explain that family members play several roles inside and outside the home. These roles may interfere with each other because of demands made on a person's time or money, because of a person's conflicting goals, or because of various other factors. If a person is not able to perform each role in the expected manner, conflicts will arise. Make sure that the students understand the meaning of the word *conflict*. Then ask questions such as the following:

- If your father likes to golf on Sunday and also has to mow the lawn on Sunday, will he be faced with a conflict?
- If your mother works six days a week and also has to do the family

shopping, will there be a conflict?

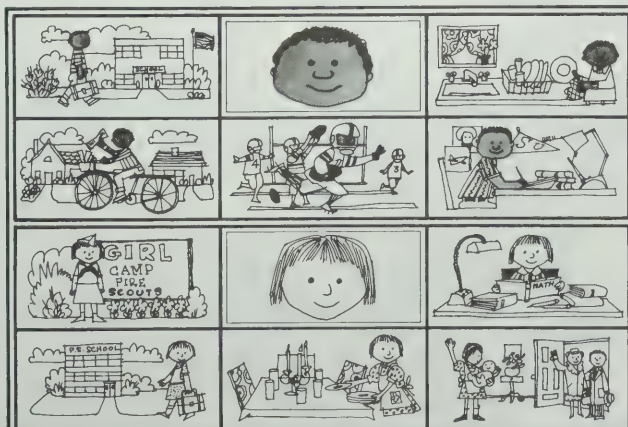
- B. Let's Do:** Have the students turn to page 49 in their Problems Book. Tell them that the five pictures surrounding the boy illustrate different roles the boy plays inside and outside his home, and that some pairs of these roles may be in conflict with each other more than others. The students should draw a line between the two roles they think would cause the most problems and result in potential conflict with other family members. Then have them repeat the exercise, using the pictures surrounding the girl at the bottom of the page.

- C. Let's Think About:** Have the students discuss factors that would cause problems in the roles they selected as showing the greatest conflict. Then ask them how the conflicts can be resolved.

III. PERFORMANCE EXPECTATION

Each student should be able to name two roles he plays that can be conflicting, explain why, and tell how he can avoid or resolve the conflict.

15-A Where Could There Be Conflict?



15-B What Would You Do?

I. OBJECTIVES

- A. Basic Skills:** Drawing conclusions from evidence presented; representing conclusions pictorially.
- B. Concept:** Conflicts can be resolved in many ways.

II. PROCEDURE

- A. Let's Talk About:** Discuss various ways of resolving conflicts, pointing out that each method will probably bring different results. Explain that if a family conflict is resolved by compromise (see Problems Book exercise 4-C), the results will probably be peaceful; a family conflict that is resolved by a fight or by punishment, however, will cause hurt feelings and can damage family relationships. Point out that when a conflict arises, the individuals involved should consider every aspect of the situation before deciding how to react.
- B. Let's Do:** Have the students look at the pictures on page 50 of their Problems

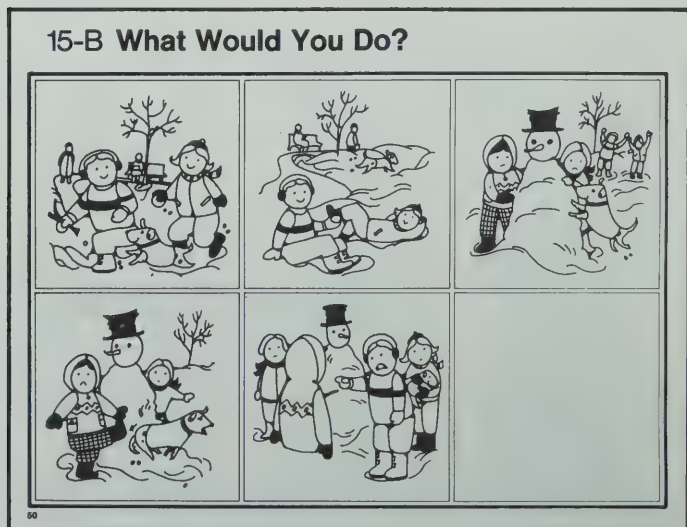
Book. Explain that each picture shows a different scene in a situation that will lead to conflict. Discuss each picture with the students, making sure they understand how the sequence will lead to conflict. Then ask them how they think the conflict between the two boys will be resolved. Have them represent their decision pictorially in the last frame.

- C. Let's Think About:** Discuss different factors the students might consider when they are trying to resolve a conflict. Ask questions such as the following:

- Would the age of the person(s) involved affect your decision?
- Would the seriousness of the conflict affect your decision?
- Would your feelings for the person(s) involved affect your decision?

III. PERFORMANCE EXPECTATION

Each student should be able to name a number of ways to resolve conflicts.



15-C Which Solution Is Best?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Resolution of conflict may have a variety of results.

II. PROCEDURE

- A. Let's Talk About:** Discuss several ways family members can resolve conflicts. Explain how important it is for a family to resolve conflicts peacefully. Point out that although a peaceful resolution of conflict is not always possible, every effort should be made to maintain good relations among family members. Tell the students that if they develop good interpersonal relations at home, it will be easier for them to resolve conflicts that may occur among friends or at school. Then explain that a conflict is best resolved when both parties feel they are better off as a result of the resolution.
- B. Let's Do:** Have the students look at the

pictures on page 51 of their Problems Book. Tell them that each picture represents a possible solution to a conflict. Point out that the conflict in the first series of pictures is over a doll and the conflict in the second series is over which boy will get to be captain of the football team. Tell them that the resolutions pictured can help both parties, help one party at the expense of the other, hurt one party at the expense of the other, or hurt both parties. Direct the students to place an X in the box below the picture they think shows the best resolution.

- C. Let's Think About:** Have the students explain the reasons for their decisions. Then ask them how these resolutions will help the family.

III. PERFORMANCE EXPECTATION

Each student should be able to describe a family conflict that was resolved in a way that helped all parties involved.

15-C Which Solution Is Best?

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

51

16-A What Is Fair?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information; applying an understanding of the word *fairness*.
- B. Concept:** Rules must be followed and enforced with justice.

II. PROCEDURE

- A. Let's Talk About:** Discuss the importance of establishing reasonable family rules and following them fairly. Then ask the following questions:
- Imagine that your parents made a rule that you must be home by five o'clock. They did not tell you about this rule. You came home one day at five-thirty, and were punished. Is this fair?
 - Suppose your sister finds her dollhouse broken. She tells your parents that you were in her room. You are punished. Is this fair?
 - What do you think would be fair for parents to do in cases like these?






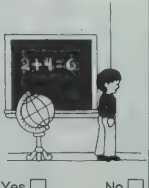


B. Let's Do: Have the students turn to page 52 in their Problems Book. Tell them that each pair of pictures shows a situation and its results. Ask them whether they think each punishment is fair. Then tell them to place a check mark in the box for "Yes" if they think it is fair or a check mark in the box for "No" if they think it is unfair.

C. Let's Think About: Discuss with the students the reasons for their answers. Make sure they understand that the punishments are unfair for the following reasons: In the first pair of pictures the father did not find out if the little boy really broke the doll. In the second pair the punishment was not given to both boys. In the third pair the teacher did not find out who had thrown the planes.

III. PERFORMANCE EXPECTATION

Each student should be able to say how he thinks each situation pictured on page 52 could have been settled fairly.

16-A What Is Fair?

 Yes <input type="checkbox"/> No <input type="checkbox"/>	 Yes <input type="checkbox"/> No <input type="checkbox"/>	 Yes <input type="checkbox"/> No <input type="checkbox"/>	 Yes <input type="checkbox"/> No <input type="checkbox"/>
 Yes <input type="checkbox"/> No <input type="checkbox"/>	 Yes <input type="checkbox"/> No <input type="checkbox"/>	 Yes <input type="checkbox"/> No <input type="checkbox"/>	 Yes <input type="checkbox"/> No <input type="checkbox"/>

52

16-B Were These Rules Made for Every Family?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** Some family rules become customs or laws.

II. PROCEDURE









- A. Let's Talk About:** Review the meaning of the word *rule*. Explain that every family makes and observes its own set of rules in order to benefit the whole family or certain family members. Tell the class that there are some rules that *all* families should observe for their own benefit and for the benefit of other people. These rules are called laws, which everyone must follow. Discuss the meaning of the word *law*. Make sure the students understand that people must obey laws or serious conflicts will develop. Ask them to name some reasons for the origin of laws. (Explain how regulations and laws are enforced in your own state.)

- B. Let's Do:** Have the students turn to page 53 in their Problems Book. Tell them that the pictures show individuals observing rules that are either made by and for one family or made for all families by society or the government. Then have them indicate whether each picture illustrates a rule for one family or for all families by filling in the chart at the right of the page. They should place a check mark (✓) under the appropriate column beside the number of each picture.
- C. Let's Think About:** After the students have agreed on which pictures illustrate laws (rules made for all families), ask them to name the laws. Then ask them to name other laws they are familiar with.

III. PERFORMANCE EXPECTATION

Each student should be able to explain the difference between a family rule and a law and tell why laws exist.

16-B Were These Rules Made for Every Family?

	One Family	All Families
 1		
 2		
 3		
 4		
 5		
 6		
 7		
 8		

16-C Some Rules Become Laws

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** Many family rules are made into laws.

II. PROCEDURE

- A. Let's Talk About:** Discuss different reasons for making and following family rules. Point out that family rules usually help the family members perform their daily tasks, divide the labor, spend time, share resources, and help each other. They also help the family predict how its members will behave. Tell the students that when a rule is accepted by most families, it often becomes a law. Laws help many families in the same ways that rules help one family. Ask the following questions:
- Can you name some rules that many families follow?
 - What would our country be like if it had no laws?
 - If people would learn to follow fam-


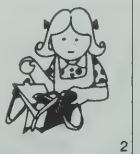
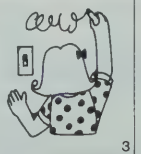





ily rules, would our country need laws?

- B. Let's Do:** Have the students turn to page 54 in their Problems Book. Tell them that the pictures on the top of the page show family members breaking family rules. The pictures on the bottom of the page show people breaking laws. The family rules and the laws are alike. For example, one picture in each group shows destruction of property. Direct the students to place the number of each family rule in the box beside its corresponding law.
- C. Let's Think About:** Explain that there are laws to prevent people from hurting others or destroying or taking property. There are also laws to prevent the breaking of promises. Ask the students what kinds of rules they have in their families under each category.

III. PERFORMANCE EXPECTATION

Each student should be able to name a family rule and a similar law.

16-C Some Rules Become Laws

 1	 2	 3	 4
Family Rules			
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Laws			

16-D Which Rules Could Change?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Family rules can change.

II. PROCEDURE











- A. Let's Talk About:** Review the difference between a law (a rule for all families) and a family rule (see Problems Book exercise 16-B). Stress the fact that while one family cannot change or eliminate laws, it can change or eliminate its own family rules. Ask the students why a family might want to change or eliminate a family rule.
- B. Let's Do:** Have the students turn to page 55 in their Problems Book. Tell them that

each picture illustrates either a law or a family rule. Have the students indicate which family rules they think may change and which laws and family rules they do not think will change by writing an \times in the appropriate box below each picture.

- C. Let's Think About:** Ask the students to explain why the pictures they selected show family rules that can change. Then ask them to name some rules that could take the place of those that can change.

III. PERFORMANCE EXPECTATION

Each student should be able to classify a number of laws and family rules observed by his family under the headings "Can Change" and "Cannot Change."

16-D Which Rules Could Change?				
				
Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>
Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>
				
Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>	Can Change <input type="checkbox"/>
Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>	Cannot Change <input type="checkbox"/>

17-A Who Should Decide?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** Family decisions are made in many ways, depending on the situation.

II. PROCEDURE

- A. Let's Talk About:** Discuss the meaning of the word *decision* with the students. Explain that making a decision usually involves choosing among alternatives. (See exercises 10-B and 10-C in the Problems Book.) Tell the students that families make decisions in many ways: decisions depend on such factors as who will be affected by the decision, the seriousness of the decision, and the other probable consequences. Usually the family member or members affected by the outcome of a decision are involved in making the decision.
- B. Let's Do:** Have the students turn to page









56 in their Problems Book. Point out that the pictures on the left (labeled alphabetically) illustrate the various members of a family involved in making family decisions. The pictures on the rest of the page illustrate different situations in which a decision must be made. Have the students indicate which family member(s) should make the decision by placing the appropriate letter in the box next to each picture.

- C. Let's Think About:** Ask the students why and how they decided which family member or members would be most likely to make each decision.

III. PERFORMANCE EXPECTATION

Each student should be able to name two decisions he recently made at home, two decisions his parents recently made, and two decisions his whole family recently made.

17-A Who Should Decide?

 A	 B	 C	 D
 E	 F	 G	 H

56

17-B Different People Make Decisions Differently

I. OBJECTIVES

- A. Basic Skills:** Making decisions by establishing priorities.
- B. Concept:** People should make decisions by using good judgment and establishing priorities.

II. PROCEDURE

- A. Let's Talk About:** Discuss the word *judgment*. Then tell the students they should use their own judgment when making decisions. Explain that they should consider carefully the advantages and disadvantages of each alternative, as well as their personal interests and abilities, before making a decision. After judging the importance of each alternative accordingly, the students should be able to establish priorities. Then the alternatives can be eliminated one by one—the least important being eliminated first—until a final decision is made.
- B. Let's Do:** Have the students look at the pictures on page 57 in their Problems Book. Explain that each set of four pictures illustrates a situation in which a decision must be made. Have the students look at the set of four pictures in the top













left-hand corner of the page. Tell them to use their judgment to establish priorities among the alternatives. Then ask them to eliminate one of the choices and write the numbers of the remaining three pictures in the three boxes under the set of pictures. Next tell them to choose two of the remaining three alternatives and write their numbers in the two boxes in the next row. Have them indicate their final decision by eliminating one of the two remaining alternatives and writing the number of their final choice in the box in the last row. Direct them to employ the same method when making their decisions about the alternatives presented in the other two sets of pictures.

- C. Let's Think About:** Ask the students why good judgment for one person is not necessarily good judgment for another person. (*People have different incomes, tastes, and talents.*)

III. PERFORMANCE EXPECTATION

Each student should be able to name one decision he made by establishing priorities and should be able to explain how he established his priorities.

17-B Different People Make Decisions Differently

 1	 2	 1	 2	 1	 2
 3	 4	 3	 4	 3	 4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

17-C What Are the Results?

I. OBJECTIVES

- A. Basic Skills:** Using judgment to make decisions.
- B. Concept:** When a family or individual family member makes a decision, the probable outcomes should be considered.

II. PROCEDURE

A. Let's Talk About: Tell the students that when they make a decision, they should consider the probable outcomes. Explain that while some decisions may have minor consequences, others may have major consequences. Then ask the following questions:

- Diane decided to eat a piece of candy. What, if any, results did her actions have?
- Tommy decided to play on the school football team. What, if any, results did his actions have? (*He may gain pleasure from playing football; he may not be able to spend as much time studying; he may become healthier because of the exer-*

cise; he may have to give up his afterschool job.)







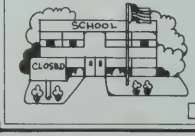


B. Let's Do: Have the students turn to page 58 in their Problems Book. Tell them that the boy pictured in the lower center is trying to decide if he should take a job as a newspaper delivery boy. He must consider many potential outcomes of his decision. Direct the students to write an X in the box by each picture that illustrates a possible outcome of the boy's taking a job as a newspaper delivery boy.

C. Let's Think About: Discuss the fact that when an individual makes a decision, he must be aware of the possible results and must learn to handle them. Some of these results may create conflict with other members of his family. How can these conflicts best be resolved?

III. PERFORMANCE EXPECTATION

Each student should be able to tell the class about a decision his family made, and the results of that decision.

17-C What Are the Results?

18-A Dreams for the Future Differ

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** Children's ideas about what is success or failure may differ from their parents'.

II. PROCEDURE

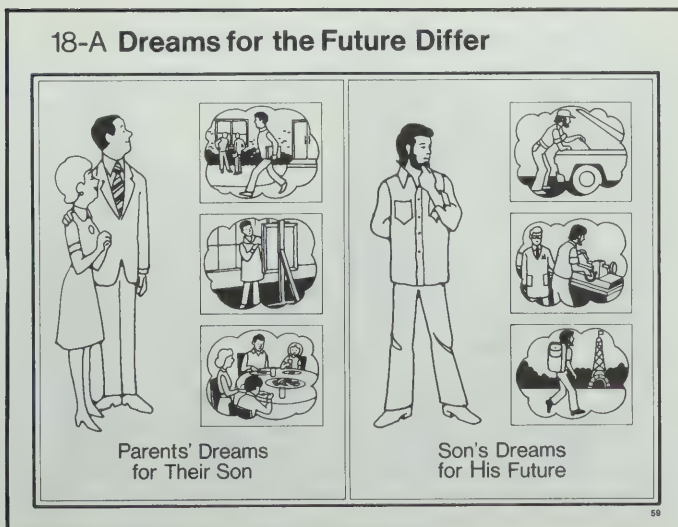
- A. Let's Talk About:** Discuss the word *differences*. Tell the students that there are many differences between people of different age groups: their clothes may be different; their forms of recreation may be different; their ideas and beliefs may be different. Explain that differences do not always result in conflict. Differences in recreational activities are expected with age because of differences in ability as well as desire. But differences in ideas often lead to a lack of understanding that may result in conflict.
- B. Let's Do:** Have the students turn to page 59 in their Problems Book. Point out that the three pictures shown in the cloud on the left side of the page represent dreams that the parents (shown on the

left) have for their son's future. These dreams illustrate their ideas of success. Then point out the eighteen-year-old son and his dreams for the future, which, in turn, illustrate his ideas of success. Discuss the areas of conflict between the ideas of the parents and those of the son. Point out that the parents and the son have different ideas about education, settling down, and professional choice. Then discuss how and why the parents' dreams conflict with their son's dreams. Next have the students draw a picture illustrating how they think the conflicts could be resolved.

- C. Let's Think About:** Have each student show the class his picture. Then discuss the various conclusions the students have shown, and have the class decide on the best resolution.

III. PERFORMANCE EXPECTATION

Each student should be able to tell the class about something his parents want him to do that he does not want to do and how he hopes to resolve the conflict.



18-B What Do You Like?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information in order to make choices.
- B. Concept:** The ideas and preferences of children may differ from those of their parents.

II. PROCEDURE

- A. Let's Talk About:** Review the meaning of the word *differences*. Then ask the students if any differences exist between them and their parents. Tell them the differences may concern a number of subjects such as clothing, hairstyle, entertainment, plans for the future, values, hobbies, and so on. Then ask them questions such as the following:
- Do you like the same kind of music your parents like?
 - Do you like the same kind of food your parents like?
 - Do you like the same television programs your parents like?
 - What do you want to be when you grow up? What do your parents want you to be?
 - Would you like to do the same kind of work your mother or father does?

- B. Let's Do:** Have the students look at the activities pictured on page 60 of their Problems Book. Point out that the pictures are paired. Then tell them to pretend they are teen-agers and ask them to place an X in the appropriate box (labeled *T*) below the activity they prefer in each pair. Next, have them place an X in the appropriate box (labeled *P*) below the activity in each pair that they think their parents would prefer.













- C. Let's Think About:** Discuss the differences between the students' choices as teen-agers and their choices as parents. Then ask the following questions:

- What could be possible reasons for these differences?
- Could these differences ever cause conflict within a family?
- How permanent are these differences? Will they exist when the teen-agers become adults?

III. PERFORMANCE EXPECTATION

Each student should be able to name one area in which he thinks otherwise than his parents, and tell whether this difference could cause a conflict within his family.

18-B What Do You Like?

 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>
 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>
 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>	 T <input type="checkbox"/> P <input type="checkbox"/>

19-A When I Grow Up

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information in order to make decisions.
- B. Concept:** Your knowledge of the world will increase the number of opportunities you will have to choose what job to hold, how to act toward other people, and how to spend your spare time.

II. PROCEDURE

- A. Let's Talk About:** Discuss with the students the fact that their knowledge of the world around them will help them make choices later relative to their jobs, to how they want to act toward other people, and to how they will spend their spare time. Ask them questions such as the following:

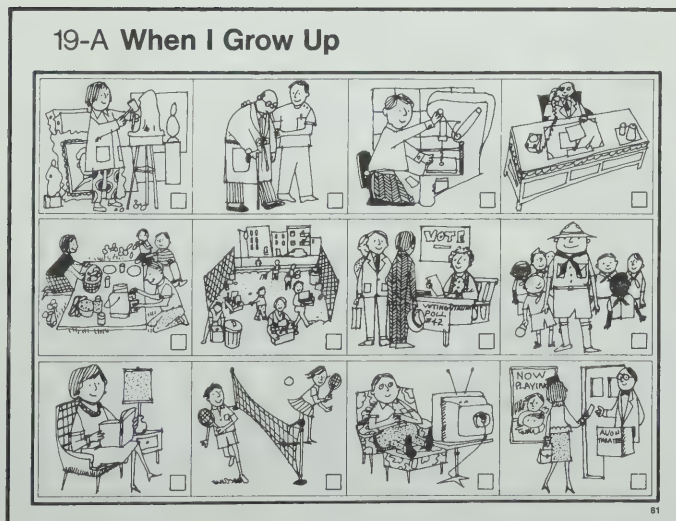
- What do you want most from your job? Money? Happiness? Could you have both?
- Do you want to be your own boss? Why?
- Would you like to have a job so that you can help other people?
- Do you have any hobbies now?
- How do you like to spend your spare time?

- B. Let's Do:** Have the students turn to page 61 in their Problems Book. Tell them that the pictures in the top row show persons at work, those in the middle row show ways of acting toward other people, and those in the bottom row show ways of spending spare time. Ask the students to decide which kind of work they would most like to do, which way they would most like to behave toward other people, and which way they would most like to spend their spare time when they grow up. Then have them place a check mark in the box below the preferred picture in each row.

- C. Let's Think About:** Discuss with the students their reasons for answering as they did. Explain that there are no right or wrong answers, only preferences based on each person's interests, beliefs, and talents. Then discuss with them the importance of job choice, behavior, and use of free time in their lives.

III. PERFORMANCE EXPECTATION

Each student should be able to describe the kind of person he would like to be when he grows up.



19-B We Learn from Many Sources

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** The more information you have about the world around you, the more choices you have available in making decisions.

II. PROCEDURE

- A. Let's Talk About:** Discuss the word *information*. Point out that information is knowledge either received or communicated. Explain that when a person receives information he becomes more aware of the world around him and of the choices available for his future. Tell the students that among the many sources for attaining information are schools, parents, books, and the mass media (news-papers, radio, and television.)
- B. Let's Do:** Have the students turn to page 62 in their Problems Book. Explain that









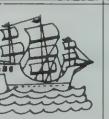
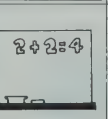



the pictures labeled 1, 2, 3, and 4 illustrate information that was learned from one or more of the four sources. Have the students indicate which source(s) probably communicated the knowledge, or information, illustrated in each picture by placing the appropriate number(s) in the boxes.

- C. Let's Think About:** Ask the students if time will change the amount of influence each of the four sources of information pictured on page 62 will have on them. Point out that as children grow older, books usually become more important sources of information than parents.

III. PERFORMANCE EXPECTATION

Each student should be able to draw informative pictures of things he has learned from (1) his teacher, (2) his parents, (3) books, and (4) television. Then he should hold up the pictures and have the class decide what the source of information was in each case.

19-B We Learn from Many Sources

 1	 2	 3	 4
 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>
 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>
 <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>			

19-C We Keep on Learning

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from evidence presented in order to reach conclusions.
- B. Concept:** The information you acquire may support existing choices rather than open up new alternatives.

II. PROCEDURE

- A. Let's Talk About:** Tell the students that people continue to acquire new information and develop new skills and beliefs at all stages of the life cycle; that they are able to perform different skills and uphold different values and beliefs at different ages. Many skills and beliefs are learned in childhood and are not necessarily forgotten, even if they are not developed further. Other skills and beliefs are learned as basic knowledge, techniques, and experiences are accumulated. Make sure that the students understand the word *experience*. Point out that all personal experiences are sources of information. Then tell them that as a person moves through the life cycle, he becomes capable of retaining more infor-














mation and developing more complex skills and values.

- B. Let's Do:** Have the students look at pictures 1, 2, 3, and 4 in the left-hand column of page 63 in their Problems Book. Tell them that each picture illustrates persons at different stages in the life cycle. The other pictures on the page show activities that illustrate certain skills or beliefs. Have the students indicate, by writing the appropriate number in the small box next to each picture, at which stage in the life cycle a person could begin to perform each activity illustrated.
- C. Let's Think About:** Discuss what skills or beliefs are needed to perform each activity pictured on page 63. Then ask the students whether people stop learning once they have attained various skills and have evaluated experience. Point out that as people become more proficient, they often move on to greater responsibilities and must develop new skills and beliefs.

III. PERFORMANCE EXPECTATION

Each student should be able to name various other skills and beliefs and tell at which stage in the life cycle a person could develop them.

19-C We Keep on Learning

 1	 	 	
 2	 	 	
 3	 	 	
 4			

19-D We Dream About Our Future

I. OBJECTIVES

- A. Basic Skills:** Using pictures to predict future activities.
- B. Concept:** Your choices, hopes, beliefs, and abilities shape what you will become when you grow up.

II. PROCEDURE

A. Let's Talk About: This exercise summarizes the ideas that have been developed throughout the year. Discuss different kinds of activities people can do on their jobs, as volunteers, as family members, and in their free time. Point out that different people may perform the same kind of activity for different reasons. Have the students name various reasons why different people read stories to children (*as part of their jobs, as teachers or librarians; as volunteers at a day-care center; as a mother reading to her children*). Then ask the following questions:

- What activities do you like to do more than others? What kind of job would involve those activities?
- What kinds of activities would you like to perform as a volunteer when you grow up?
- What activities will you probably perform if you raise a family?
















- What activities would you like to do in your free time when you are an adult?

B. Let's Do: Tell the students that each picture on page 64 in their Problems Book, represents something they might like to do when they grow up. (Point out that each activity could be performed by either a man or a woman.) Then have them decide whether or not they would like to perform the activity illustrated when they grow up. If they would, tell them to indicate, by placing the appropriate letter in the small box provided, whether they would like to perform the activity as a part of their job (*J*), as a volunteer (*V*), as a family member (*F*), or in their free time (*T*).

C. Let's Think About: Have the students give reasons for answering as they did. Encourage them to apply ideas developed in their studies during the year.

III. PERFORMANCE EXPECTATION

Given a sheet of drawing paper divided into four parts, each student should be able to draw one other activity he would like to perform under each category (job, volunteer, family member, free time).

19-D We Dream About Our Future				
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Job	Volunteer	Family Member	Free Time	

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